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ABSTRACT

This paper describes an undergraduate course called "Applied Communication in Training and Development," which educates students for life while helping them to see the practical application of what they are learning, and also reaches outside the university to meet the training and development needs of the larger community. The paper begins by identifying the course's benefits for students, for the community, and for faculty. The paper then discusses the necessary knowledge, skills, and attitudes faculty need to enact such a course, focuses on student preparation for working with clients before and during the course, and explores client site selection. Next, the paper discusses the structure of the course with particular attention to the use of contracts. Following this, it deals with faculty monitoring of the progress of students, the projects, and the clients, and discusses course evaluation activities. The paper concludes with some cautions about using this approach. Three appendixes contain the class syllabus, a trainer self-assessment sheet, and guidelines for a learning contract. (SR)

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COMMUNICATION TRAINING FOR THE REAL WORLD: LINKING COMMUNITY NEEDS TO THE UNDERGRADUATE COURSE

A Paper Presented at the
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COMMUNICATION TRAINING FOR THE REAL WORLD: LINKING COMMUNITY NEEDS TO THE UNDERGRADUATE COURSE

Introduction

One of the responses to someone who has decided to major in our discipline is often, "But what can you do with a Speech Communication degree?" Because this strikes at the heart of the debate over "education for a job" or "education for life," it does deserve a response. This paper reports on a course that was created as one response that does both: educates students for life while helping them to see the practical application of what they have learned. The course, Applied Communication in Training and Development, goes beyond providing a valuable opportunity for students. Reaching outside the University, the course attempts also to meet training and development needs of the larger community, thus providing an answer for both students and community as to one possible outcome of "a Speech Communication degree." We begin our report by identifying the benefits for students, for the community, and for faculty to teach the course.

Benefits to Students

Within the broader undergraduate curriculum, Applied Communication in Training and Development provides several functions. First, it is a capstone course for majors in general and especially for students who have elected to concentrate in organizational communication. Second, it is a senior level undergraduate course for students who are minors and for non-majors interested in the topic of applied communication. The

majority of those who enroll are majors and seniors who typically have had a variety of Speech Communication courses prior to taking this course.

The challenge of this course is to enable students to understand the real-world workings of applied communication and how they can use what they have learned in the undergraduate program to affect change in their and others' communication choices.

Field research is well established as an effective way to learn material and build confidence (Bonwell & Eison, 1991; Nyquist & Wulff, 1990; Drake, 1983). Students find that such an experience can serve as a synthesizing experience. They are required to put information learned from a variety of courses to practical use: integrating differing approaches, theories, levels and contexts of communication.

In addition, students are encouraged to learn on multiple levels and in differing ways. In this course, comprehension is not a primary goal. Rather, integration, analysis, and synthesis are required as students are asked to be more than passive learners. They are required to become active team players and assume new roles such as leader, trainer, facilitator, consultant, and researcher. Students learn to interact not only with faculty and other students but also with people outside of their traditional learning environment.

Finally, students learn to put theories and research findings to practical use in the here-and-now. Having undergraduate students take the leap required to go from comprehending a theory to using and testing one is made easier in

the pragmatic setting of working with real people with real concerns. When confronted with the numerous challenges associated with working with clients, students quickly learn how important it is to access theories in the field and to determine what they have to say about the particular situation encountered.

The addition of an experience working with real clients gives confidence to students and enables them to see a practical side of their degree. The course obviously does not prepare students for solo practice outside of the University and faculty supervision, but it does allow students to entertain another option for "what they can do with a Speech Communication degree."

Benefits for the Community

The community gains tangibly from the program because of obtaining needed personalized training and development activities that may be beyond their reach financially. Non-profit organizations especially benefit from getting services that they could not otherwise obtain. Small businesses find the program useful for its ability to tailor applied communication activities to their specific context, opportunities, and problems.

Community clients also become aware of resources they may not have been aware of through interaction in the course. Students are encouraged to put the client organization into the larger context of the community. By doing so, sometimes resource opportunities are identified that are not obvious to the client.

Benefits for Faculty

Faculty, including the instructor, the department, and the

larger University benefit from the course in many ways. Faculty are able to provide community service to clients, meeting part of their academic appointment requirements in tandem to their regular teaching activities.

The ability to show other faculty outside the discipline the applied side of Speech Communication allows for a more complete picture of what the discipline has to offer.

The key to making such a educational experience a success for students, the community, and faculty is a good deal of preparation. Faculty, in addition to mastering content areas, must be prepared to carry off the multitude of duties required to navigate the logistical labyrinth needed to launch and sustain the field experience. Students must be prepared for the complexity and differences in field -- rather than classroom -- experiences. In particular, they must understand the demanding nature of the course from the beginning. Clients need to have realistic expectations about the services that undergraduate students can provide and feel comfortable maintaining close contact with faculty.

Let us now turn our attention to these three areas of preparation. First we will look at the necessary knowledge, skills, and attitudes faculty need to enact such a course, then we will focus on student preparation for working with clients before and during the course, and lastly we will explore client site selection. After these preparation issues have been explored, we will discuss the structure of the course with particular attention to the use of contracts. Following this, faculty monitoring of the progress of students, the projects, and

the clients will then be discussed and course evaluation activities will be offered. We will close with some cautions about using this approach.

Preparation Issues

Faculty Preparation

We start with faculty preparation because it is the foundation for establishing a applied communication training and development undergraduate experience. Faculty who wish to take on such a challenge must possess, as a minimum, specific content knowledge of the discipline and of the delivery of applied communication training and development activities. Additionally, they should have a relationship with community resources, a consulting background, understanding of University rules and regulations, and an ability to draw on a variety of University, college and departmental resources prior to and after implementing the course.

The necessary content knowledge is relatively straight forward. In order to provide services to clients in the community and be able to teach those services to students, specific applied communication training and development content areas must be mastered by the faculty. The range of services should reflect the knowledge base the faculty brings to the task. Experience has suggested that it is better to focus on a specific content area in which one has knowledge and expertise rather than attempt to be all things to all people. The first task is for faculty to identify the areas in which he or she feels they have expertise.

Based on these specific knowledge areas, faculty should then locate potential community clients that can provide a good fit between what the faculty have to offer and what clients may need. In this way a targeted search will be used to generate potential clients. For example, if one's expertise is in interpersonal communication, specifically conflict management, seeking out potential client organizations in the community that may have a need for such information would provide a good match. For example, many nonprofit organizations have to train governing boards, staff, and volunteers in interpersonal communication and conflict management.

Building relationships with these clients prior to the beginning of the semester is important and saves valuable time and energy latter on in the semester when both are at a premium. Mentioning to potential clients information about the course without directly linking it to their specific needs is a good way to test interest. After they show interest, suggesting the course as a viable, cost effective alternative for the client to obtain needed applied communication training and development services may be a good way to develop a list of potential clients.

When faculty have had prior consulting experience within a given community, the job of finding suitable clients may be achieved with relative ease. In fact, it is strongly recommended that faculty who teach such a course have previous experience in consulting and in providing applied communication training and development activities. Not only will will this experience allow faculty to understand the consulting process better

(identification of clients, development of relationships, formulation of contracts, etc.) but they will be able to have a network of past clients to draw on that might need additional services of this kind.

Operating such a program within the University context creates opportunities and demands for faculty. Opportunities include drawing on the school's reputation, developing collaborative relationships with other departments or parts of the institution. Demands include understanding and following the policy for field research (e.g. human subjects committee review), the way such activities are view by colleague and administrators (positively or negatively), and the ability to receive support activities (secretarial support, office supplies, photocopying of products such as reports, training materials, etc.) from the institution.

Networking within the university community allows faculty to strengthen their ability to provide a rich educational opportunity by giving students a greater understanding of how the course fits into the overall educational process. It also provides the faculty member with potential resources for problems and challenges that may emerge when students begin developing their training programs. For example, faculty in other departments may have some good information/resources about how to deal with a specific problem that goes beyond the expertise of departmental faculty. Students might then be directed to other faculty as such a resource. After faculty preparation, program effectiveness depends upon student readiness for such an experience.

Student Preparation

The course described here is designed to give students who are nearing the completion of their undergraduate education an opportunity for integration and application of what they have learned. Consequently, students have had a series of other courses prior to taking this one. Because of the focus of the course, students are encouraged to have had a basic introductory course in oral communication (either group or public speaking) and some upper division work in interpersonal, group, and organizational communication. The latter work will have included some discussion of communication theory and an exploration of research draw from theory.

Speech Communication majors who are in their senior year are strongly encouraged to take the course. Because of a relatively small student population, a variety of students who are minors or outside the major are also encouraged to take the course provided they have met the requirements described above. This relatively liberal policy could give rise to a heterogeneous learning group that might prove to be a difficult challenge. Designed to accommodate this diversity, the course is structured to encourage individualized learning by allowing students to create assignments and other learning activities to meet their specific educational goals. The first part of the course allows students to assess their skills in key areas that relate to applied communication in training and development and then to apply the results to a individualized learning plan. We will discuss this in greater detail under the heading Structure of the Course.

Client Preparation

Once potential clients have been identified in the community, course faculty must approach them about serving as potential sites for students to provide applied communication training and development services. Other sources (Schien, 1969 for example) provide ample discussion of what is required when approaching potential clients for the provision of applied communication consulting services. The reader unfamiliar with the consulting process is encouraged to review those sources for more information about how to develop client contacts, what initial interactions should include, setting up goals, and developing a good relationship. Mentioned here are the specific considerations that extend the consulting process to the requirements of the course.

An important step that will set the tone for the entire process is for faculty to strive for a clear understanding with the potential client of a realistic training goal that can be achieved in a short amount of time by undergraduate students. Establishing from the beginning reasonable and obtainable expectations that are appropriate for undergraduates and that meet specific client needs is essential to avoid disappointment latter on. This is not to suggest that clients are encouraged to have low expectations (which might preclude their involvement since cost could be seen as greater than potential benefit). Rather it is meant to give the clients a realistic picture of what training and development needs can be addressed in the amount of available time (one semester).

When meeting with potential clients, requests for services

that are nonspecific or perhaps too global may be requested. During the initial stages of engagement, it is important to narrow the focus of activities to a realistic obtainable goal. For example, clients may say they have a training and development need in term of "employees communication with customers." Such a requirement may include a great number of possible projects, including face-to-face interactions, telephone conversations, point of purchase discussions with customers (e.g. sales pitch, helping customers with purchase choices, closing a sale), information exchange between employees and customers, and so on. Making it clear to the client that not all of these possible projects will be attained within the short time span and with the available resources is of prime importance if realistic expectations are to set. A good student project may be to focus solely on telephone interactions between employees and customers.

Other important considerations include that the client and faculty must feel comfortable with one another and be free to communicate as often as necessary to ensure course success. The client will need to provide time and information to faculty and students in exchange for services. Time includes initial and subsequent meetings with faculty and students, meetings with client staff, and a meeting for the purposes of the training activity itself. A minimum ballpark figure usually given is one hour a week for the duration of the semester (or a total of 16 hours). Information includes access to appropriate client documents, interviews with people, and other information that may be necessary for an effective outcome to be achieved.

Clients must also be assured that the students are well

aware of issues of confidentiality and professional ethical conduct, and that every step had been taken to ensure the highest quality of service. Faculty need to encourage the client to contact him/her immediately if a breach of either confidentiality or professional conduct occurs. Likewise students must be aware of these expectations from the beginning. The next section presents the structure of the course that addresses how this and other issues are dealt with in order to achieve a successful outcome.

Structure of the Course

The course (See Appendix A for a copy of the course syllabus) is structured around three basic units, Student Self Assessment, The Training Process, and Application of the Training Process. It should be pointed out, however, that the Training Process is present in all three units. The student self assessment is really a specific application of the training process to the students themselves. The second unit explicitly presents, analyzes and elaborates on the model. In the third unit students learn to apply the model to the client's needs.

Student Self Assessment

Early on in the course, students are given a series of self assessment exercises that allow them to formulate specific goals and specific activities they would like to work on in the context of the present course (See Appendix B for a list of these). The self assessment is organized around three areas: presentation of self, content knowledge, and process knowledge. Students are

asked to evaluate their knowledge, skills, and attitudes in these areas, to seek out feedback from others, and then to formulate an individual development plan. The plan is created by a combination of the results from the self assessment and the course objectives and assignments (See Appendices A and B for a list of these).

The end product of the plan is a contract between faculty and student regarding learning objectives, activities and evaluation for the course. Contracting with clients is an important part of the applied communication training and development process and so is echoed in creating assignments and evaluation to help students understand the importance from both client and provider side. Friedman & Yarbrough (1985) provide an example of a good training contract that can be applied both for students and for clients.

In developing the contract, students are encouraged to utilize all of the elements in the course for potential learning opportunities (See Appendix C for "Guidelines for Learning Contract"). In addition to mastering course content (e.g. adult model of learning, contracting skills, conducting a needs analysis, training evaluation), students use interactions with other students, with clients, and faculty and other university resources as a basis for meeting educational goals. Although student work together in groups during the application unit and must fulfill general requirements, they are encouraged to participate in each activity in a fashion that helps them achieve the learning goals identified they have identified for themselves.

Some students therefore concentrate on delivery of training activities, others on course design and still others on making sure the work group is functioning effectively. Sequentially, the course is structured so that by the time students are meeting clients, they have had an opportunity to enact the same processes that they will then have to go through in working with the client. Typically, student are introduced to a topic in class and readings, examples are given and then application to the client's specific situation is encouraged. So the second and third units of the course overlap and are iterative in nature. Let us turn to the training process now, recognizing Application of the Training process occurs on a parallel fashion.

The Training Process

Donaldson and Scrannel (1986) divide the training process into nine segments: Conducting a Needs Analysis, Determining Training Requirements, Determining Objectives and Standards, Developing Course Content, Selecting instructional Methods and Media, Performing a Test Run, Conducting the Program, Evaluating the Program, and Revising the Program. Students' first indirect exposure to this model is when they are asked to conduct their own self assessment and then to relate this information to the formulation of a learning contract. After contracts have been constructed, student are presented with the Training Process model itself and encouraged to reflect upon their development of the learning contract. During discussion of key concepts, examples are frequently generated by students reflecting on the

first Unit's activities.

Application of the Training Process

Simultaneously, during discussion of each step of the Training Process model, students learn to apply the concepts to the client's project. Students meet with the client, conduct needs analyses, determine training requirements, set objectives and standards, develop the course content, select instructional methods and media, perform test runs, conduct the program, and evaluate the training, suggesting ways to improve it.

Monitoring

In order to ensure course objectives are being achieved, faculty must monitor progress continuously. This seems to require greater involvement on the instructor's part than the normal University based course. Through experience it is recommended that standing meetings between faculty and students (some will be in addition to class meeting times), faculty and client(s), and students and clients be established. Such meetings allow faculty to keep abreast of what is happening on a regular basis. Maintaining close contact keeps potential problems from becoming major when identified early on.

While monitoring, the course instructor will engage in a variety of roles with students and clients. S/he needs to provide coaching and counseling at times when students are having difficulty operationalizing concepts, feel the need to "run something by" to feel confident, etc. Problem solving is also needed when issues emerge within the process that students are

unprepared to deal with. In order for students to be successful they should feel comfortable taking risks and therefore making mistakes. Faculty must therefore provide a safety net for both the student and the client. By providing adequate structure and encouraging student to engage in contingency planning, most potential difficulties can be dealt with in an efficient manner.

Course Evaluation

Course evaluation is necessary if on going success is to be achieved. Evaluation should occur on several levels. First, students and clients should collaboratively evaluate the success of their projects. One of the best tools for this is a "lessons learned" part of a student's journal that keeps track of critical incidents. Another is a "debriefing meeting" between faculty, students and clients that summarizes training program evaluation information, student's suggestions for training revisions, and client feedback about the entire process.

Students also find it important to schedule time with one another for feedback about working together. Faculty can encourage students to draft recommendations for course improvement at this time as well. Regular University student course evaluations are also used.

Cautions

In closing, some important cautions are offered, drawn from the author's "lessons learned" journal. The one lesson that seems to be very important to take seriously is to avoid setting students up for failure. This can be avoided by making sure

realistic expectations for students, clients, and faculty are set from the beginning. Small projects are better, simple designs more flexible and attainable. Students, sometimes because of enthusiasm, sometimes because of grandiosity, want to tackle projects larger than they dare. Faculty must be clear about setting realistic goals that create learning success, rather than failures and disappointments. When this caution is followed, the applied communication in training and development course proves to be a true win/win proposition where students, clients, and faculty all learn something valuable and rewarding.

REFERENCES

Bonwell, C.C. and Eison, J.A. (1991). Active Learning: Creating Excitement in the Classroom. ASHE-ERIC Higher Education Report No. 1. Washington, D.C.: The George Washington University, School of Education and Human Development.

Donaldson, L. & Scannell, E.E. (1986). Human Resource Development: The New Trainer's Guide (Second Edition). Reading, MA: Addison-Wesley.

Friedman, P.G. & Yarbrough, E.A. (1985). Training Strategies From Start to Finish. Englewood Cliffs, NJ: Prentice Hall.

Nyquist, J.D. & Wulff, D.H. (1990). Selective active learning strategies. In J.A. Daly, G.W. Friedrich, & A.L. Vangelisti (Eds.), Teaching Communication: Theory, Research, and Methods (pp. 337-362). Hillsdale, NJ: Lawrence Erlbaum Associates.

Schien, E.H. (1969) Process Consultation: Its Role in Organization Development. Reading, MA: Addison-Wesley.

VanDrake, H.L. (1983). Classroom assignments minus the rearview mirror. Communication Quarterly,31, 271-273.

APPENDICES

APPENDIX A

Department of Speech Communication
University of Alaska Fairbanks

SpC 475: APPLIED COMMUNICATION IN TRAINING AND DEVELOPMENT

SYLLABUS

Required Texts: Friedman, P.G. & Yarbrough, E.A. (1985). Training Strategies From Start to Finish. Englewood Cliffs, NJ: Prentice Hall.

Various articles on reserve at Rasmuson Library

Purpose of the Course: To provide students with an application of communication theory and research to organizational settings. Includes the identification and assessment of problems and opportunities that would benefit from the application of communication interventions including training, development, and transformational technologies.

Specific Course Objectives: Upon successful completion of this course you will be able to:

- Conduct a self-assessment that allows you to identify strengths and areas for improvement as a trainer in terms of presentational skills, content knowledge, and process knowledge.

- Demonstrate an understanding of the steps involved in the training process, including:

    - Conducting a Needs Analysis
    - Determining Training Requirements
    - Determining Objectives and Standards
    - Developing Course Content
    - Selecting Instructional Methods and Media
    - Performing a Test Run
    - Conducting the Program
    - Evaluating the Program
    - Revising the Program

- Apply the steps involved in the training process to a specific applied communication context.

Approach to teaching and learning: I believe that learning occurs best in an environment that supports everyone taking risks. Usually this means sharing what one knows with others. By sharing our experience we also reveal what we do not know. I invite you to make yourself comfortable with this process of learning. I would like to start by making my expectations for our time together explicit and as clear as I can, hoping this will encourage you to do likewise.

We will explore our topic from cognitive, affective, and behavioral points of view. Simply put, we will explore new ways of thinking about applied communication in training that develop and deepen our understanding. New feelings may also emerge, not only about specific topics, but also about ourselves and others. Finally, we will add to our behavioral repertoire, giving ourselves new choices of action in a variety of applied communication situations. My goal is to have us accomplish this in a climate that will encourage risk taking and exploration, with a motto that it is OK to make mistakes, since that is one of the ways we learn.

Assignments and Grades: Assignments will not be accepted after due date and cannot be made up unless negotiated with the instructor **prior** to the due date. No "extra credit" type of assignments will be given. Assignments can be turned in before the due date to receive feedback. Grades are not curved and are assigned based upon the following:

GRADING SCALE
A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
below 60, try again.

Attendance: Since your active participation is required for the successful completion of this course, attendance is mandatory. Points will be deducted for missed classes. The following deductions will apply uniformly to all unexcused absences: 0-1 absent days, 0 points deducted. Thereafter, one (1) point will be deducted for each day missed.

Learning Contract: After assessing your current knowledge, attitudes, and skills regarding applied communication in training and development, you will, in collaboration with your instructor, develop a learning contract that will account for eighty-percent (80%) of your final grade. This contract will stipulate how you will perform course assignments, the relative importance of each, and how assignments will be evaluated. You have a variety of choices to make regarding the actual performance of any given assignment and what the criteria for evaluation should be. You will chose the relative importance of each assignment as well. See "Guidelines for Learning Contract" for details.

COURSE ASSIGNMENTS	
Self Assessment/Learning Contract:	10
The training process:)	
Applying the training process:)	80
Journal:)	
In Class Participation:	10
TOTAL:	100 points

EXPLANATION OF ASSIGNMENTS

Self Assessment/Learning Contract: Each student willave an opportunity to assess his or her knowledge, skills and attitudes regarding applied communication in training and development. Students will use this information to construct a learning contract that will stipulate how they will meet the course requirements for The Training Process, Applying the Training Process, and the Journal assignments. The amount that each assignment will count toward the final grade, specific activities students will do to demonstrate their mastery, and the criteria for evaluation must be specified in the contract. The contract is due 1-28-93 at the beginning of class and its completion on time is worth ten points.

The Training Process: Students will construct a learning assignment that will aid them in understanding each step in the training process, and how the entire process functions in an integrative fashion. This assignment's worth is also determined by the learning contract.

Applying the Training Process: Students will construct a learning assignment that will allow them to demonstrate their ability to apply the training process to an actual client's concern or training opportunity. The assignment's points and evaluation will be determined by the learning contract.

Journal: I would like for you to maintain a log of your reactions to each class activity you participate in. You will hand this log in at least once (more if your decide to make this part of your learning contract), and will receive credit for the quality of your entries. Criteria for evaluation of the journal entries will be determined by the learning contract.

Participation: The topics covered in this course will require your active in-class participation. By "active in-class participation," I mean that you come to class prepared to discuss concepts from the assigned reading, that you add to class discussions by practicing active listening, offering your point of view in a constructive fashion, and that you willingly engage in class activities. Missing class repeatedly or not actively participating will lower your grade. If you must miss class or are having difficulty participating in any way, **notify me immediately** so we may discuss your options.

TENTATIVE COURSE OUTLINE

Date	Day	#	Topic/(ASSIGNMENTS DUE)	Required Reading* TSSF	RES
			TRAINER SELF-ASSESSMENT		
1/14/93	Th	1	Introduction and Course Overview		
1/19/93	Tu	2	Trainer self-assessment		
			THE TRAINING PROCESS		
1/21/93	Th	3	The Training Process: An Overview	1	1
1/26/93	Tu	4	Ethical Considerations of Applied Comm.		2
1/28/93	Th	5	Arranging Training Programs	3	
2/02/93	Tu	6	Meeting Clients		
2/04/93	Th	7	Needs Analysis: The Diagnostic Frame.	2	
2/09/93	Tu	8	Dynamics of Change	4	
2/11/93	Th	9	Determining Training Requirements		
2/16/93	Tu	10	Determining Objectives and Standards		
2/18/93	Th	11	Adult Learning		3
2/23/93	Tu	12	Developing Course Content		
2/25/93	Th	13	Selecting instructional Methods	5,6	4
3/02/93	Tu	14	Selecting instructional Methods, Con't.	7,8	5
3/04/93	Th	15	Selecting instructional Methods, Con't.	9,10	
3/09/93	Tu	16	Evaluating the Program, Con't.	14	6
3/11/93	Th	17	Evaluating the Program	14	7
3/16/93	Tu	--	SPRING BREAK		
3/18/93	Th	--	SPRING BREAK		
			APPLYING THE TRAINING PROCESS		
3/23/93	Tu	18	Trainer Facilitation Skills	12	
3/25/93	Th	19	Special Problems	13	
3/30/93	Tu	20	Some training Considerations	11	
4/01/93	Th	21	Application of Training Process to Case		
4/06/93	Tu	22	Application of Training Process to Case		
4/08/93	Th	23	Application of Training Process to Case		
4/13/93	Tu	24	Application of Training Process to Case		
4/15/93	Th	25	Application of Training Process to Case		
4/20/93	Tu	26	Application of Training Process to Case		
4/22/93	Th	27	Application of Training Process to Case		
4/27/93	Tu	28	Application of Training Process to Case		
4/29/93	Th	29	Submission of final reports, journals		

*Reading assignments should be completed prior to the start of the class for which they are assigned. TSSF=Training Strategies From Start to Finish; and refers to chapter number. RES=Articles on reserve at the library; number refers to the list on the next page.

Articles on Reserve at Rasmuson Library

1. Donaldson, L. & Scannell, E.E. Human Resource Development: The New Trainer's Guide.

2. Redding, W.C. "Professionalism in Training -- Guidelines for a Code of Ethics."

3. Zemke, R. & Zemke, S. "30 Things We Know for Sure About Adult Learning."

4. Georges, J.C. "The Hard Reality of Soft-skills Training."

5. Georges, J.C. "Why Soft-Skills Training Doesn't Take."

6. Salinger, R.D. & Deming, B. "Practical Strategies for Evaluating Training."

7. Spencer, Jr., L.M. "How to Calculate the Costs and Benefits of an HRD Program."

APPENDIX B

Trainer Self Assessment

Areas covered in the trainer's self assessment:

- Presentation of Self
  - Communication Competency
- Content Knowledge Base
  - Listening
  - Speaking
  - Interpersonal Communication
  - Group
  - Organizational
  - Conflict Management
  - Meeting Effectiveness
  - Superior/Subordinate Communication
  - Interviewing Skills
  - Persuasion
  - Giving and Receiving Feedback
  - Communication and Gender
  - Intercultural Communication
  - Process Knowledge Base
  - Adult Learning
- The Training Process
  - Conducting a Needs Analysis
  - Determining Training Requirements
  - Determining Objectives and Standards
  - Developing Course Content
  - Selecting instructional Methods and Media
  - Performing a Test Run
  - Conducting the Program
  - Evaluating the Program
  - Revising the Program
- Working with Clients
  - Consulting
  - Facilitating

APPENDIX C

Guidelines for Learning Contract

You have the opportunity to create learning assignments for eighty percent (80%) of your grade for this course. Three major assignments are included: The Training Process, Applying the Training Process, and the Journal.

One of the purposes of giving you the responsibility for creating these assignments is for you to demonstrate an important principle of development: taking responsibility for your own learning. Another purpose is to give you first hand experience creating and negotiating a contract.

You may chose any of the following examples of options. Pick one that best suits your individual learning objectives. Feel free to invent new options as well!

Demonstrate your understanding of the training process by:

-taking a (oral, written, take home) test.

-giving an informative presentation.

-writing a paper that applies the training process to course you have taken before and critically assesses how effective it was.

Demonstrate your ability to apply the training process by:

-taking a specific role in your group's development of a training program and creating an appropriate evaluation of it.

-providing written reports for each step of the application.

-giving a series of presentations coinciding with your application.

-writing a single report that details the process you used during application and the results of your efforts.

-using any combination of the above.

Guidelines for Learning Contract (Con't.)

Use the journal assignment as a way to:

-collect information that will later be used in a written report (such as a term paper that analyzes your growth and development through the class). Topics may include a "lessons learned" section that details critical incidents that provided good learning opportunities.

-reflect on what you (and/or others) learned during the course of the semester.

-engage in a dialog with yourself around explaining and critically analyzing key concepts of the course.

-create a list of important knowledge, skills, and attitudes you would like to incorporate into an action plan for your own development.

-increase your content knowledge of a specific area of communication by abstracting key articles in your journal.